



Employee Well-Being and Job Satisfaction: A Comparative Analysis of Gender Differences Among School Teachers

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Abstract: The present study explores the existence of gender difference among male and female school teachers based on employee well-being and job satisfaction as two parameters. Employee well-being was primarily examined on different verticals including personal well-being, employee well-being and psychological well-being, while job satisfaction was measured as a unified construct. The data collected was performed using convenience sampling technique with the specimen size consisting of seventy-eight school teachers who are working in different government school. The outcomes underline that variable of personal well-being, employee well-being and psychological well-being have no significant gender difference. In contrast, job satisfaction indicated strong yet positive correlation among these variables. Building on these understanding, we envisage that adoption of employees' morale boosting strategies may lead to better well-being and higher job satisfaction. In addition, it may also play a crucial role in positive growth of the institution.

Keywords: Employee Well-Being, Job Satisfaction, Gender.

I. INTRODUCTION

Considering of current era of globalization, the consistent in working dynamics operation almost remain same in every organization among the developing countries. Employees are expected to contribute beyond office hours and avail fewer holidays to meet the never-ending timelines and target deadlines. Further, employees are expected to deliver maximum output with minimal utilization of resources to accomplish the goals of organization. Over and above, the growing fear of losing the job, salary cut or demotion also hampers the productivity of the employees. Consequently, such incertitude circumambient results as pressure mounting and deprivation of the concept of well-being among the employees. To this end, there had been constant debate on alleviation of well-being of employees and satisfaction to harness the efficiency of increased employee productivity leading to a flourishing organizational culture.

1.1 Employee Well Being

The overall quality of an employee's experience and functioning within the workplace involving multiple dimensions of employee's experience beyond the physical health, is broadly described as Employee well-being (Warr 1987). Growth of multiple dimensions encompasses level of comfort, happiness, satisfaction, physical, psychological and emotional state, and overall quality of life. Thus, more refined definition according to Warr (1999), the employee well-being can be represented as the combination of an individual's experiences and functioning from both physical and psychological perspectives. Zheng (2015) with consideration fulfilment of necessity across both professional and personal domains, further put forward the perspective of employee well-being as a multidimensional construct composed of life well-being, workplace well-being and psychological well-being as three key aspects. Employees with higher levels of well-being are recognized as more engaged, motivated, productive and satisfied with their work. Besides, a positive sense of well-being also enables the employees to address the workplace demands effectively while maintaining the healthier work-life balance. In addition, psychological well-being is strongly influenced by various demographic and socio-cultural factors, including age, gender, socioeconomic status, and cultural background (Ryff and Keyes 1995). Thus, employee well-being represents a comprehensive measure of individual perceive and experience their physical health, emotional state, psychological functioning and overall satisfaction with their work as well as personal lives.

1.2 Job Satisfaction

In accordance with Spector (1977), job satisfaction is perceived in terms of individual's feelings and attitudes towards their jobs. It reflects the extent to positive or negative emotions felt by employees in regards to their work, which condense in a sense of satisfaction or dissatisfaction. It is worth noting that positive attitudes, acceptance, and approval of workplace conditions are considered important indicators of the job satisfaction. Friday and Friday (2003) also identify job satisfaction as the overall attitude of employees towards their jobs and describe as multidimensional concept including working conditions, compensation, career advancement opportunities, benefits, organization policies, and mutual understanding with colleagues & supervisors. Among these factors, the work nature and its characteristics still identified as the most critical contributors to job satisfaction and higher level of job satisfaction are directly associated with improved employee attitudes, stronger organizational commitment, and reduced employee turnover intentions (Judge, Klinger, & Ryan, 2008)

1.3 Relationship Between Employee Well Being and Job Satisfaction

The well-being status of an employee plays deterministic role in shaping variety of aspects of job satisfaction such as work engagement, motivation, productivity, and overall workplace happiness. According to Isgor and Haspilat (2016), the well-being has been underlined as significantly impact on job satisfaction. The findings further suggested that employees with better physical, psychological, and emotional well-being are more prone to experience greater job satisfaction. In contrary, poor well-being driven by factors such as excessive stress, burnout, and work-life imbalance further leads to higher job dissatisfaction. These observations are supported by various research with their independent findings. For instance, Faragher, cass & Cooper (2005) and Laffaldano & Muchinsky (1985) found an interesting positive correlation between these two constructs. Similarly, Zendrato (2024) also endorsed that employee well-being has a direct, positive, and significant effect on job satisfaction. Bowling, Eschleman and Wang (2010) established a positive association between well-being and job satisfaction. The study further emphasizes the direct correlation between well-being and developing favorable attitudes and experiences towards their work.

1.4 Gender Differences in Employee Well Being and Job Satisfaction

While discussing well-being and job satisfaction, gender has been recognized as an influencing factor in determining employees' perceptions of their workplace experiences and their attitudinal responses towards organizations. Several studies have endorsed these aspects. For instance, Mathieu and Zajac (1990) found that gender differences tune employees' perceptions of organizational conditions, which further affect their work attitudes and workplace behaviours. Wolf and Fligstein (1979) observed that women experience lower levels of autonomy, closer supervision and availability of limited opportunities for career advancement in comparison to men. As a result, their workplace experiences and satisfaction emerge as a mixed result. Srimathi and Kiran Kumar (2010) found that women working in industrial settings reported lower psychological well-being, whereas women in the teaching profession exhibited higher levels of psychological well-being. Clark (1997) suggested that women may report similar or higher levels of job satisfaction because their expectations from work may differ from those of men. Similarly, Crosby (1982) proposed that women evaluate their job satisfaction by comparing their experiences with those of other women in similar circumstances. Several studies have reported no significant gender differences in job satisfaction and psychological well-being. Madan (2024) found no significant difference between males and females regarding job satisfaction, while Nema and Sharma (2025) reported no significant difference in psychological well-being between male and female employees. In contrast, some studies have identified gender-based variations. Tang, Siu, and Cheung (2014) found that the relationship with job satisfaction was stronger among females than males in a Chinese firm, and Zou (2015) reported that women in both full-time and part-time employment experienced higher levels of job satisfaction than men. Conversely, Sousa-Poza and Sousa-Poza (2003) found higher job satisfaction among males compared to females. However, Singhal and Sud (2018) concluded that there were no significant differences between males and females in terms of well-being and job satisfaction, indicating that the relationship between gender and workplace outcomes remains context-dependent.

The literature provides an insight that employee well-being and job satisfaction are two valuable constructs that can benefit both employer and the employee and has the capability to boost the performance of the organization in several aspects. However, there remains a gap regarding investigation of gender disparities on the different dimensions of employee well-being and job satisfaction in the educational setting and particularly among the school teachers. Thus, the current study is oriented to examine the gender differences across the variables of life well-being, employee well-being and psychological well-being and job satisfaction among school teachers and the degree of association among these variables. Thus, the objectives of the current study are:

- To investigate the existence of significant differences between employee e.g. male and female different nodes of well-being (i.e. life, employee, psychological) and job satisfaction.
- To analyze the mutual correlation among dimensions of well-being (such as life, employee and psychological) and job satisfaction.

II. RESEARCH METHODOLOGY

2.1 Sample

The target population for this study consisted of school teachers working in different government schools of Chapra, Siwan and Gopalganj districts of Bihar. To ensure diverse representation, a convenience sampling technique was employed to select participants from different government schools. Approximately 78 teachers were approached to participate in the study.

Table1: Showing the Demographic details of the Participants

S. N.	Name of Demographic	Mean (S.D)	f (%)
1.	Age	46.14 (6.40)	
2.	Year of Experience	10.15 (5.70)	
3.	Gender: • Male • Female		42 (53.8) 36 (46.2)
4.	Family Background: • Rural • Semi Urban		63 (80.8) 15 (19.2)
5.	Marital Status • Married • Unmarried		75 (96.2) 03 (3.8)

Here, S.D.=standard deviation; f = Number of Participants; % = Percentage of participants

2.2 Instruments

To measure employee well-being, this study adopted the scale developed by Zheng, Zhu, Zhao, and Zhang (2015). The eighteen-item scale evaluates well-being after considering three verticals of life, workplace and psychological. The respondents were asked to designate the agreement level for every statement based on 1 to 7 scale point, where 1 indicates strong disagreement and 7 denotes agreement. The scale has been extensively applied and validated in various previous studies, validating satisfactory reliability and validity for assessing employee well-being. On the other hand, job satisfaction was examined by applying the ten-item scale proposed by Macdonald and Macintyre (1997). Participants were asked to register their responses based on a five-point Likert scale between 1 to 5, where 1 indicates strong disagreement and 5 denotes strong agreement. The use of established and validated measurement instruments ensured the reliability and consistency of the data collected for both employee well-being and job satisfaction constructs.

2.3 Procedure

To collect data efficiently a survey questionnaire was designed to gather information containing variables of life well-being, employee well-being and psychological well-being and job satisfaction. Before administering the survey, informed consent was obtained from each participant to ensure that ethical considerations were met. Out of 100 questionnaires distributed to the participants, 78 participants returned duly filled questionnaire. Overall, 42 male participants and 36 female participants responded completely in the study.

III. RESULTS

Descriptive analysis along with calculation of 't' ratio was exercised for understanding the gender differences on various dimensions of employee well-being and job satisfaction. Further, descriptives and correlation coefficient 'r' was also calculated to find the correlation among life well-being, employee well-being and psychological well-being and job satisfaction.

Table2: Showing descriptives and 't' ratio of the responses of male and female teachers on the variables of life well-being, employee well-being and psychological well-being and job satisfaction.

Name of the Variables	Male		Female		t (df)	p	Cohen's 'd' (LB: UB)
	M	SD	M	SD			
Life Well-being	27.66	7.82	26.25	6.27	0.872 (76)	0.386	0.198 (-.249: -0.644)
Employee Well-being	27.92	7.79	26.47	7.54	0.835 (76)	0.406	0.190 (-.257: 0.635)
Psychological Well-being	27.42	6.74	25.91	6.85	0.979 (76)	0.331	0.222 (-.225: 0.668)
Job Satisfaction	35.00	8.17	32.72	8.88	1.179 (76)	0.242	.268 (-.180: 0.714)

Here, M= Mean, SD = standard deviation, df=degree of freedom, LB = lower bound limit, UB= upper bound limit

An independent sample 't'-test was conducted to examine the gender difference with respect to life well-being, employee well-being, psychological well-being and job satisfaction. Table 2 indicates that no statistically significant differences between male and female respondents across the dimensions of life well-being, employee well-being, psychological well-being, and job satisfaction. This suggests that gender did not significantly influence employees' perceptions of well-being or their level of job satisfaction in the present study.

Table 3: Showing descriptive statistics and Correlation coefficients among variables of Life Well-being, Employee Well-being and Psychological Well-being and Job Satisfaction.

S.No.	Name of Variables	N	Mean	S.D.	1	2	3	4
1	Life Well-being	78	27.01	7.13				
2	Employee Well-being	78	27.25	7.66	.898**			
3	Psychological Well-being	78	26.73	6.79	.761**	.864**		
4	Job Satisfaction	78	33.94	8.53	.596**	.684**	.682**	

N, Mean, Standard Deviation, and Correlation coefficients. **significant at the level of 0.01

Correlational analysis was executed to find the correlation among life well-being, employee well-being and psychological well-being and job satisfaction. Table No. 3 shows that there was positive correlation among the variables of life well-being, employee well-being and psychological well-being and job satisfaction. This indicates that the above-mentioned variables are positively associated with one another. The life well-being variable displayed greater correlational value of ($r = .89$, $p < .01$) with the variable employee well-being followed by Well-being and Psychological Well-being with correlational value of ($r = .86$, $p < .01$). Similarly, job satisfaction, displayed minimal correlation ($r = .68$, $p < .01$) with the variable psychological well-being, yet a strong one.

IV. DISCUSSION

The purpose of this study was to investigate the gender wise differences in the experience of employee well-being and job satisfaction among government school teachers. For accomplishing this study, government school teachers of Chapra, Siwan and Gopalganj districts of Bihar were selected as potential samples. The Employee Well Being of the teachers was measured using the adapted version scale of Zeng, Zhu, Zhao and Zhang (2015) which measures employee well-being on the dimensions of life well-being, employee well-being and psychological well-being. The job satisfaction was measured using adapted scale of Macdonald and McIntyre (1997). An independent sample 't'-test was executed to see the gender wise differences in the employee well-being and job satisfaction among male and female school teachers. It was observed there was no significant difference among the variables of life well-being, employee well-being and psychological well-being and job satisfaction. It indicates that experience of well-being and job satisfaction was almost similar among male and female teachers. Our study is consistent with the findings of Neema and Sharma (2025); Singhal & Sud (2018) which highlighted that there was no gender difference on the well-being and job satisfaction of the employees.

Furthermore, the results also highlighted that there was strong positive correlation among the variables of life well-being, employee well-being, psychological well-being and job satisfaction among school teachers. It indicates that when well-being of the employees will increase, it will alleviate the job satisfaction of the teachers and if well-being of the employee declines, job satisfaction of the employees will also weaken. Our findings get the supported with the observations of Isgor & Haspolat, 2016 which purports that employee well-being effects job satisfaction. Our findings are in coherence with the observations of Iaffaldano & Muchinsky, 1985; Faragher, Cass, & Cooper, 2005; Bowling, Eschleman, & Wang, 2010; Zendrato, 2024 which highlights that well-being and job satisfaction are positively correlated constructs.

V. CONCLUSION

In today's rapidly changing organizational environment, organizations can adopt various initiatives, such as employee wellness programs, professional development and training opportunities, and mental health support programs, to enhance employee well-being. Improved employee well-being can positively influence job satisfaction by increasing motivation, engagement, and overall workplace morale. Furthermore, organizations can focus on developing a supportive work environment, implementing flexible work arrangements, and promoting a positive organizational culture to strengthen employee well-being. These initiatives may positively influence employee job satisfaction, facilitate work-life balance, and foster greater organizational commitment, which collectively contribute to the sustainable achievement of organizational objectives.

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Conflict of Interests

The authors declare that there is no conflict of interest.

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